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Mathematical Research in the Honors Classroom. Apr.,

Mathematics and the Imagination. Apr., 245-49.

My Changing Perception of Mathematics. Mar., 170– 72. See also Sept., 393–94.

Notebook Evaluation Made Easy! Feb., 106-7.

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October Calendar. Oct., 502-4.

Personal Glimpses from Two Gifted Students. Apr., 236–37.

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What Every Secondary School Mathematics Teacher Should Read—Twenty-four Opinions. Feb., 128–33. See also May, 308. Writing in Mathematics Classes: A Valuable Tool for Learning. Feb., 117–19.

Discovery

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Games and Puzzles

A Magic Pentagram. Mar., 174–77. See also Nov., 562. The Matrix Treatment of Certain Logic-Type Puzzles. Feb., 134–38.

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Geometry

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New Publications, 147, 209, 287-88, 376-78, 446.

Adding Dimension to Flatland: A Novel Approach to Geometry. Feb., 120-23.

Chameleonic Cubes. Jan., 23-26.

The Corner Reflector. Feb., 92-95.

Enrichment Activities for Geometry. Apr., 264–66. See also Nov., 561.

Generating Solids, Oct., 499-500, 505-7.

An Improvement on SSA Congruence for Geometry and Trigonometry, May, 364–67, 347.

Inversion in a Circle: A Different Kind of Transformation. Nov., 620–23.

Proof by Analogy: The Case of the Pythagorean Theorem. Jan., 44–46.

The Rhombus Construction Company. Jan., 37-42.

Shipboard Weather Observation. Mar., 165-68.

Star Trek: A Construction Problem Using Compass and Straightedge. May, 329–32.

The Teddy Bear That Stays Stranded. Oct., 496–97. Triangles, Rectangles, and Parallelograms. Feb., 112–

A Useful Old Theorem. Feb., 98-100. Windowpane Patterns. Sept., 411-13, 428.

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New Publications, 446, 448, 542.

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Mary Frances Winston Newson: The First American Woman to Receive a Ph.D. in Mathematics from a European University. Nov., 576-77.

November Calendar. Nov., 593-96.

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Mathematics in Other Countries

New Publications, 209, 290.

The Australian Mathematics Competition for the Wales Awards. May, 355-59.

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NCTM

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President's Message

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An Account of a Mathematician's Education. Apr., 228,

Equity through Mathematics: Everyone's Responsibility. Oct., 463-64.

The Mathematics Teacher Wins Gold Award. Nov., 617. President's Report: Courage to Change. Sept., 452-56. Separate Computer Science from Mathematics. Nov., 554-55.

Thanks from the Editorial Panel. Dec., 702-5, 676. We Have a Choice. Sept., 386-87.

Probability

Challenges for Enriching the Curriculum: Statistics and Probability. Apr., 268-69.

Common Difficulties with Probabilistic Reasoning. Nov., 565-70.

Playing with Probability. Oct., 494-96.

A Program to Simulate the Galton Quincunx. Nov.,

Using Football to Teach Probability. Nov., 585-87.

Problem Solving

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Statistics

New Publications, 450, 631.

Challenges for Enriching the Curriculum: Statistics and Probability. Apr., 268-69.

"Easy" Statistical Exercises. Feb., 101-4.

A Simplified Approach to Correlation. May, 332-36. Teaching Descriptive and Inferential Statistics Using a

Classroom Microcomputer. May, 318-22.

Teacher Education

New Publications, 72-73, 445-50, 633, 635, 699-700. The Caterer's Problem. Mar., 188-93.

A Model for Helping Student Teachers. Jan., 60-63.

A Shortage of Mathematics Teachers in Houston. Dec., 644-56.

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Discovery

Families of Lines. Nov., 590-92, 597-98. Generating Solids. Oct., 499-500, 505-7. Manipulating Numbers. Apr., 256-60.

Microcomputer Unit: Graphing Straight Lines. Mar., 181-86. See also Sept., 398.

The Rhombus Construction Company. Jan., 37-42. Triangles, Rectangles, and Parallelograms. Feb., 112-16.

Games and Puzzles

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New Publications, 147, 209, 287-89, 631.

Algebra and a Super Card Trick. May, 326-28.

Algebra Tic-tac-toe. Jan., 34-36.

Chameleonic Cubes. Jan., 23-26.

Cross-Figure Puzzles. Oct., 490-94.

Finding Patterns in Linear Relations. May, 340-44.

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Some Variations on a Mathematical Card Trick. Nov., 618-19, 577.

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The Australian Mathematics Competition for the Wales Awards. May, 355-59.

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Results of the Third NAEP Mathematics Assessment: Secondary School. Dec., 652-59.

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Finding Patterns in Linear Relations. May, 340-44.

Generating Solids. Oct., 499-500, 505-7.

Manipulating Numbers. Apr., 256-60. Microcomputer Unit: Graphing Straight Lines. Mar.,

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On Population and Resources. Nov., 605-8.

Playing with Probability. Oct., 494-96.

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The Rhombus Construction Company, Jan., 37-42. Star Trek: A Construction Problem Using Compass and

Straightedge. May, 329-32. Triangles, Rectangles, and Parallelograms. Feb., 112-

16.



(Continued from page 701)

$$x = \frac{\log (5/3)}{\log 4},$$

and the student is assured by the instructor, but rarely by the author of the text, that the two answers are the same. We can show that if a, b, c, and d are positive real numbers, $c \neq 1$ and $d \neq 1$, then

$$\frac{\log_{c} a}{\log_{c} b} = \frac{\log_{d} a}{\log_{d} b}.$$

The justification is based on the change-of-base formula found in most algebra texts (for example, College Algebra by W. Heming and D. Varberg [Englewood Cliffs, N.J.: Prentice-Hall, 1980, p. 239]). It asserts that if a, c, and d are positive real numbers and $c \neq 1$ and $d \neq 1$, then

 $\log_a c \log_a a = \log_a a$.

Thus

$$\begin{split} \frac{\log_{\epsilon} a}{\log_{\epsilon} b} &= \frac{\log_{d} c \, \log_{\epsilon} a}{\log_{d} c \, \log_{\epsilon} b} \\ &= \frac{\log_{d} a}{\log_{d} b}. \end{split}$$

The change-of-base formula, and other properties of logarithms, can be used to establish a large number of logarithmic identities. Not all these identities are as practical as the one in the theorem, but establishing these identifies can give algebra students needed practice in handling theoretical properties of logarithms.

In the following list of identities, it is assumed that all bases are positive numbers not equal to 1 and that only logarithms of positive numbers are involved.

- $1. \, \log_b m \, \log_m b = 1$
- 2. $\log_b m = 1/\log_m b$
- 3. $\log_a b = \ln b / \ln a$
- 4. $\log_{ab} m = (1/b)\log_a m$
- 5. $\log_{ab} m = 1/(b \log_{m} a)$

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Tribonacci formula

Readers who enjoyed the Fibonacci formulas presented by Lucille Kelly (November 1982) in "A Generalization of the Fibonacci Formulae" may also find the following formula concerning the "tribonacci" sequence to be of interest.

Let the sequence be defined by the following: $T_1 = 0$, $T_2 = 0$, $T_3 = 1$, and $T_n = T_{n-3} + T_{n-2} + T_{n-1}$ for $n \ge 4$. Writing out a few terms of the sequence yields 0, 0, 1, 1, 2, 4, 7, 13, 24,

A formula for the sum of the first n terms of the sequence is

$$\sum_{i=1}^{n} T_i = \frac{1}{2} (T_n + T_{n+2} - 1).$$

Example:

$$\sum_{i=1}^{7} T_i = \frac{1}{2}(7 + 24 - 1)$$

$$= \frac{1}{2}(30)$$

$$= 15$$

The formula can be proved using mathematical induction. The formula holds for n = 1. Assuming that the formula holds for n = k, it can be shown that it holds for n = k + 1:

$$\begin{split} &\sum_{i=1}^{k+1} T_i \\ &= \sum_{i=1}^{k} T_i + T_{k+1} \\ &= \frac{1}{2} (T_k + T_{k+2} - 1) + \frac{2T_k + 1}{2} \\ &= \frac{1}{2} [T_{k+1} + (T_k + T_{k+1} + T_{k+2}) - 1] \\ &= \frac{1}{2} (T_{k+1} + T_{k+3} - 1) \end{split}$$

The sequence can be generalized in the following manner: Let $t_1=a,\ t_2=b,\ t_3=c,\ {\rm and}\ t_n=t_{n-3}+t_{n-2}+t_{n-1}\ {\rm for}\ n\ge 4\ {\rm where}\ a\ {\rm and}\ b$ are nonnegative integers, c is a positive integer, and $a\le b\le c$. Challenge your students to find a formula for

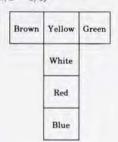
$$\sum_{i=1}^{n} t_{i}.$$

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Corrections

The correct price of the set of slides entitled "What Do You See?" is \$13.95. (See October 1983 review in "New Products," p. 37.)

The second "Problem of the Month" in September 1983 should have read, "A fly lands on the face of a die suspended in space. It then moves to an adjacent face. If the faces are labeled as shown in the figure below, what is the probability that the fly ends on the red face?" (Answer: $1/6 \times 1 + 1/6 \times 1/2 = 1/4$)



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